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ABSTRACT

The Rural Youth Program, an experimental program structured upon the results of extensive research on the needs of rural youths in the Southeast, is a coordinated in-school/out-of-school program to meet the needs of rural youths 14 to 20 years of age, regardless of whether these needs stem from poverty, an inadequate educational system, long-standing patterns of rural-to-urban migration, or other sources. Intended for use only in the region's non-Appalachian rural counties (a county with no communities in excess of 5,000 people, or with 60 percent or more of its population living in towns of under 2,500 people), the program stresses 2 efforts: (1) to prevent school dropouts and (2) to prepare these youths to compete more effectively with their urban peers either in the labor market or in advanced education. Due to the large number of dropouts that occur at the completion of the 8th grade, counseling and a limited work experience component for 8th graders is provided. Although some youths from relatively affluent families are eligible to enter the program, only those who meet established poverty criteria are paid for participation in the work experience component which is utilized as a means of income supplement and a counseling tool. This report gives a detailed description of the program's general framework and tentative guidelines for operating model projects within this framework. (NQ)

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GUIDELINES FOR AN EXPERIMENTAL RURAL YOUTH PROGRAM FOR THE SOUTHEASTERN STATES

FINAL REPORT*

on

OPTIMIZING THE BENEFITS OF YOUTH PROJECTS FOR RURAL YOUTH IN THE SOUTHEASTERN STATES

to

MANPOWER ADMINISTRATION
U. S. DEPARTMENT OF LABOR

by

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from

NORTH STAR RESEARCH INSTITUTE
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June 1973

*This is the second of two final reports on this research. The first report, entitled "An Analysis of the Needs of Rural Youth in the Southeast" was submitted in May 1973.

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FOREWORD

In 1973, North Star Research and Development Institute completed an extensive study of rural youth who live in the Southeastern states. The study emphasized the factors that affect the occupational and social adjustment of these youths and the ways in which Federal programs might be of optimum benefit to them.

North Star's contract from the U. S. Department of Labor called for North Star to develop one or more rural youth programs based upon the findings of this previous research. This report contains a detailed description of the general framework of a program for rural youths living in the Southeastern states. This report also constitutes the tentative guidelines for operating model projects within this framework.

Similar research conducted earlier in the North Central states resulted in guidelines for a rural youth program for use in that region. The problems faced by rural youths in the Southeast are sufficiently different from the problems faced by rural youths in the North Central states that different kinds of programs are needed.

The North Central Rural Youth Program has been implemented experimentally in parts of Iowa, Nebraska and Minnesota with appropriate control groups to provide an objective test of its effectiveness. Before the program outlined in this report is considered for widespread use, we recommend that a similar, carefully controlled experiment be conducted in the Southeast.

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INTRODUCTION

The program outlined in these guidelines is intended for use only in the rural areas of the southeastern states.

The various regions of the country have marked differences in population characteristics, economic base, and historical background. The program covered by these guidelines is structured upon the results of extensive research about the problems faced by rural youths growing up in the Southeastern Region. It is unlikely that rural youths from other regions would all benefit equally from this type of program.

The problems facing rural youths in the southeastern states are not the problems faced by youths in the cities. Previous programs, such as NYC, have been more appropriate for urban than for rural young people. These programs appear to be working well in rural-urban fringe counties where the schools are large, well equipped, and provide a full range of curriculum offerings, counseling and other services. The youths in these counties are familiar with urban jobs and urban living and are within easy commuting distance of a wide variety of job training and educational opportunities. It is suggested that the program outlined here not be instituted in rural counties immediately adjacent to metropolitan areas of over 100,000 population.

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GENERAL FEATURES OF THE PROGRAM

Geographic Areas to be Served

This program would be established only in non-Appalachian rural counties in the southeastern states. For the purposes of this program, a county will be considered "rural" if it meets either of the following criteria:

1) There is no community in the county having a population in excess of 5000 people.
2) Sixty percent or more of the population of the county live in towns of under 2500 populaticn.

Objectives of the Program

The primary objectives of this youth program are the same as those of the NYC program -- the placement of an enrollee into a job, a higher educational experience, or an additional training opportunity that otherwise would not be available to him.

Large numbers of rural youths find it difficult to attain these goals because they are from low-income families. Others do not have equal opportunities to attain these goals because their home communities fail to provide essential preparatory opportunities, particularly if the job, the higher educational experience, or the additional training is in an urban setting.

Therefore, to attain the major objective this program will be aimed at:

1) Creating equal opportunities for all eligible youths by providing social, educational, training, and oth

related opportunities that are known to affect later social or occupational adjustment but are not available to these youths through any existing institution in their home community;

2) Creating equal opportunities for youths from low-income rural families by encouraging them to remain in school until they graduate from high school, giving them a chance to attend college or a post-high school vocational school if they choose to do so, or by preparing them to obtain a meaningful job;

3) Creating equal opportunities for rural youths who choose to migrate to the cities by preparing them for urban life and urban occupations.

Major Features of the Rural Youth Program

Very briefly, the program has both in-school and out-of-school enrollees. It has a summer program emphasizing urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training if the community is unable to provide these services. The eligibility requirements are liberal; poverty and inadequacy of the existing educational system are reasons for eligibility. Work experience is a component but is utilized as a means of income supplement and as a counseling tool, not as an end in itself. Although some youths from relatively affluent families will be eligible to enter the program, only those enrollees who meet established poverty criteria are paid for participation. Counseling is provided from two sources: the project has full-time counselors, and a member of the regular teaching staff of each participating school is hired as a part-time project employee. (This local project employee has proved to be a key element in community acceptance of an earlier program developed for use in the North Central states.)

Within the limits of a prescribed set of program components the program is individualized to fit the needs of each enrollee. The components from which the project director can develop his program are listed below. Those components marked "**" are mandatory for all enrollees; those marked * are mandatory for high school seniors and out-of-school enrollees only.

**Intake
**Assessment
**Counseling
    Vocational/Educational
    School
    Personal/Coaching
**Orientation
  Education
  Training
  Work Experience
  *Orientation to Work and Higher Education
    *World of Work Information
    *Orientation to Higher Education
    *Occupational Familiarization
    *Orientation to the Armed Services
  Social Skills Development
    Preparation for Urban Living
    Financial Training
    Leadership Development
    Driver Education
  Supportive Services
  **Health Services
    Transportation
    Day Care
  Opportunity Development
    Job Development
    Placement
    Follow-up

The program has been designed to use the public school system as its focal point. This is necessary because in many rural communities the school is the only remaining viable institution. In contrast with NYC-I which utilized the rural public schools as the primary source of program services, the thrust of the Rural Youth Program is to supplement the rural educational system where it is weak. To do this, a public school administration must first agree to participate in the program. Part of the

agreement must include the provision that the program components made available to the students of that school through the Rural Youth Program should be equally available to school dropouts and to eligible students who are attending private and parochial schools in that community.

Program Emphasis

This program has been designed to emphasize those experiences that have been shown, through objective research, to have the greatest positive impact on the occupational and social adjustment of rural youths who grow up in the rural counties of the southeastern states.

The program stresses two major efforts: to prevent school dropouts, and to prepare rural youths to compete more effectively with their urban peers either in the labor market or in advanced education. In view of the well-established relationship between lack of formal education and unemployment, these two efforts are really reduced to one -- to eventually improve the enrollee's competitive position in the labor market. From this point of view, one should not distinguish between an "educational" program for in-school youths and a "manpower training" program for out-of-school youths.

Because of the large number of dropouts that occur at the completion of 8th grade, the program provides counseling and a limited work experience component for 8th-graders in an attempt to reduce the dropout rate. There is also a high dropout rate among those who do enter high school,which is strongly related to poverty. It cannot be assumed, therefore, that only the low-ability students drop out. Every effort should be made to return these dropouts into the formal educational system. The out-of-school and in-school parts of the program are coordinated to achieve this end.

Perhaps the greatest difference between this program and previous youth programs is its comprehensiveness. This is a coordinated in-school/out-of-school program to meet the needs of rural youths 14 to 20 years of age, regardless of whether these needs stem from poverty, an inadequate educational system, long-standing patterns of rural-to-urban migration or from other sources. The unifying concept is that

the program will supply the kinds of services that are known to have a positive effect on the future of these youths.

Rural communities vary markedly in the kinds of programs already being offered by existing institutions. No attempt will be made to provide educational, social, job preparation, or other services already being provided by other community institutions or programs.

The program has a prescribed set of components that allow the project administrator to provide a broad range of services, training and education, if they are needed. In an urban setting many of these services would be provided by the schools, neighborhood centers, Employment Service offices, private enterprise or other existing government or privately sponsored programs. In many southeastern rural communities, these institutions are either weak or nonexistent; the services they would provide in an urban community are not available to young people growing up in the rural community.

Recent research shows that about half of all the youths growing up in the rural counties in the southeastern states leave their home community before they are 21 years of age -- most of those who leave move to an urban setting. The migration pattern itself and the adjustment problems that are associated with it are a major problem to rural youth. Rural youth project leaders must recognize the evidence that a large proportion of their enrollees will migrate to the city; thus, one of the objectives should be to aid rural youths in making the transition from rural to urban living if that is their choice.

This is not to suggest that the program is committed to encouraging rural youth to migrate to the city. Such a commitment would be antagonistic to the purposes of the rural people and rural communities that the program is trying to serve. On the other hand, the overwhelming evidence is that many of its rural participants will eventually move to the city.

Any training or other services provided by the rural youth projects should be equally applicable to urban or rural life.

It is anticipated that the program will emphasize, but not be restricted to:

1) Education -- for the school dropout this can include remedial education, preparation for a General Education Development (GED) certificate, or special preparation that will help him to return to school; for the in-school youth the program can supplement the available course offerings where the curriculum is deficient in courses that are essential if the graduate is to compete successfully for jobs in both rural and urban settings.

2) Skill training -- training will be tailored to the individual's abilities, interests, and personal needs but must be related realistically to the job market, either rural or urban.

3) Counseling -- broadly conceived to include occupational familiarization, occupational counseling, training in how to look for and obtain jobs, familiarization with post-high school training opportunities, and educational and personal counseling.

4) Cultural enrichment -- this will include familiarization with urban jobs and urban living, enhancement of communication skills, and provision of opportunities for leadership and participation in recreational activities.

5) Work experience -- the extensive research upon which this program design is based failed to show any relationship between part-time work while in school

and either finding a job after high school or success on the job. The primary role of work experience in this program is as a mechanism to provide income supplements to those youths who would otherwise drop out of school for lack of money for clothing, fees, or other minor expenses. A secondary purpose of the component is as a vehicle to attain the objectives of skill training for a defined job, adjunctive education, or special counseling.

6) Job placement and follow up.

Use of Resources

Existing facilities and services should be utilized by the local sponsor whenever possible. In some cases it may be possible to pool or coordinate existing facilities or services; in others, joint utilization of existing facilities by the youth program and other programs or agencies may be accomplished through transportation linkages.

In general, the highest priority should be placed on using resources that can be obtained without cost. For example, make use of free education or skill training from public high schools and vocational schools, community colleges, or other agencies. If such free services are not available, priority should be given to obtaining paid services from school systems, community colleges, trade schools, business firms, or other community agencies. Sponsor-provided training and educational services may be provided only if other training or educational facilities are not available or if the sponsor-provided services are demonstrably superior to those obtainable elsewhere.

Facilities

Care must be taken not to duplicate, at additional cost to the project, facilities that are already in existence in the area and available to the project. If alternate facilities are available, priority should be given to that facility which is most accessible to the enrollees either by location or by a reasonable and efficient transportation system. In many cases, all the students attending a given rural school will be eligible for participation in some components of the program by virtue of deficiencies in the offerings of the school. In such cases, arrangements should be made to use the school's facilities at no charge to the program for the purpose of delivering the needed program services.

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ENROLLEE ELIGIBILITY

The Age Group to be Served

The program will serve youths between the time they enter the eighth grade until they are 18 years of age. The age limit will be extended upward to 21 for school dropouts who live in rural counties in which no other source of adult basic education, vocational training, occupational counseling, or job placement is available to them. In those areas where there are other manpower programs -- such as OJT, MDTA, JOBS -- the age cutoff will remain at 18.

Eligibility Criteria

In-School Program

Eighth-Grade. Eighth-grade enrollment will be restricted to those who meet all of the following criteria:

1. His family income is below an established "poverty" level,
2. He is a potential dropout because of financial problems,
3. He is deemed likely, by his teachers, to continue in school if financial assistance is given in the form of wages for part-time work.

High School

A person who is attending high school will be eligible if:

1. He meets one or more of the following individual criteria:
   a. His family income is below an established "poverty" level,

b. He is a potential dropout (i.e., a student who exhibits one or more of the following characteristics):

(1) Frequent absenteeism
(2) Poor grades and repeated subject failures
(3) Immediate desire to work and earn money
(4) Health problems or physical disfigurement
(5) A record of repeated confrontations with police authorities
(6) Record of family members dropping out of school
(7) Social difficulties with peers
(8) Unstable household
(9) Lack of parental support or guidance

or, 2. He attends a school that meets one or more of the following criteria:

a. A school which has job preparation for its students that is inadequate (no school counselor -- either trained or untrained -- no job familiarization, no vocational training, etc.),

b. A school in which the total enrollment in grades 10, 11, and 12 is less than 100 (an average of 33 or less per class).

Out-of-School Program

A person who has left full-time attendance in high school prior to graduation will be eligible if he meets both of the following criteria:

1. He is "disadvantaged", as defined by the Manpower Administration,
2. He is unemployed or employed in a job that consistently averages 20 hours a week or less.

Youths attending school less than 20 hours per week are eligible as out-of-school enrollees if they meet the above two eligibility requirements.

The following restrictions will apply to enrollment of out-of-school youths:

1) Applicants who are already qualified for referral to suitable employment or advanced training in other manpower programs shall not be enrolled.

2) Applicants shall not be enrolled if evidence indicates they are primarily interested in or in need of an immediate wage job, rather than a training program.

3) A person shall not be deemed eligible for benefits under work experience programs on the basis of poverty if his lack of income results from his refusal, without good cause, to seek or accept employment commensurate with his health, age, education, or ability.

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ENROLLEE GOALS

In-School Enrollees

Any of the following goals may be set within the framework of this program for the in-school enrollee:

1) become enrolled in a post-high school educational or training program;

2) acquire the basic academic skills necessary to holding a job;

3) increase the enrollee's employability through occupational and personal counseling, job familiarization, and related services;

4) acquire the ability to operate a particular machine or process;

5) acquire the ability to perform a particular kind of job;

6) learn the tool skills essential to learning other, more advanced skills later.

7) enable the low-income youth to continue in school (this is the only goal of the 8th-grade program).

Out-of-School Enrollees

Any of the following goals may be set within the framework of the program for the out-of-school enrollee:

1) return enrollee to regular school attendance and, where needed, to the status of an in-school enrollee;
2) secure a General Education Development (GED) certificate;
3) increase the enrollee's employability through job placement, occupational and personal counseling, job familiarization and related services;
4) acquire the basic academic skills necessary to holding a job;
5) become enrolled in a college or technical school;
6) qualify for a license in a skilled occupation;
7) qualify for an apprenticeship program;
8) acquire the ability to perform a particular kind of skilled job.

ENROLLEE PLANS

Employability and Training Plan (ETP)

The counselor, working with the new enrollee, should develop a set of goals to be attained by the youth during his program enrollment. In developing this set of goals, the needs and qualifications of the enrollee will be taken into consideration. The Employability and Training Plan (ETP) will follow the general outlines given below and will be placed in the enrollee's file.

EMPLOYABILITY AND TRAINING PLAN OUTLINE

1. Statement of the Problem

   A clear statement of the applicant's problem is required. This statement should have three main headings:

   a. the qualifications of the enrollee;

   b. a statement of the circumstances which cause the need for educational, training, or supportive services, or for other services offered by the program;

   c. a statement explaining the enrollee's current status in the labor force and his probable sources of future employment.

2. Statement of the Plan

   A clear statement should be made of the goals set for the enrollee. This statement will be accompanied by an outline of the enrollee's capabilities, qualifications, and needs with respect to attainment of the stated goals.

Training Outline and Schedule

The counselor will prepare a Training Outline and Schedule for the enrollee which is in conformity with the enrollee's ETP. The Training Outline and Schedule will identify the mix of project services and resources that will be utilized in helping the enrollee attain the goals in the ETP. In addition to an outline of the strategy that has been set for meeting the enrollee's goals, a time table will be included showing when each segment of the schedule will be completed. Thus, the Training Outline and Schedule should tell who will do what, when, and how.

Changes

If changes become necessary, the changes and the reasons for making them shall be recorded as a part of the ETP. Changes should be included as supplements to the original plan and should be typed on sheets headed "Change". Revision in the Plan or changes in the trainee's long-range schedules shall become effective only when they are set down on paper.

Enrollee File

The enrollee file should consist of two folders. The first, which is open to inspection by the enrollee, will contain enrollee-provided information, attendance and production records, schedules, training plan, and similar materials. The second folder will contain test records, counseling records, assessments, health records, and other materials requiring interpretation by a trained person. This record should be considered confidential and should be maintained in a separate file.

PROGRAM COMPONENTS

Intake

Recruitment/Outreach

Provision must be made to insure that all eligible youths are aware of the project and have the opportunity to enroll. Proposed budgets should allow for advertising, personal contacts, presentations to schools, and the hiring of the staff required to locate and contact school dropouts. All staff engaged in any form of recruitment must have an accurate and current knowledge of the project's program content and goals. Recruitment of in-school enrollees will require the cooperation of school authorities and personnel. The final screening and actual enrollment are the responsibility of the Rural Youth Program sponsor.

Role of Intake Interviewer

The intake interviewer is responsible for screening applicants for program eligibility and for completing application forms. He must clarify, for the applicant, the relationship between the applicant's expectations of the project and the program content. He will help the applicant to decide whether he can indeed profit by his Rural Youth Program experience. Because the intake interviewer is one of the first persons to meet an applicant, it is crucial that he be sensitive to and aware of the problems facing the population with which he is dealing.

Role of the Counselor

The counselor, who is given the basic information gathered by the intake interviewer, conducts an initial interview with the applicant

and discusses the project's goals and the enrollee's goals. He then makes arrangements for testing (when appropriate)[1], for the acquisition of school and other pertinent records, and for ongoing personal and vocational counseling.

Assessment

Soon after enrollment, a counselor should interview each enrollee to assess the enrollee's potential for academic and skill learning; his vocational interests, personality, and academic achievement; and environmental factors that may affect his performance.

On the basis of the information gathered during the initial intake and counseling activities, the counselor and the enrollee will work together in designing a tailor-made, personal Employability and Training Plan which includes:

1) an outline of the enrollee's qualifications and his occupational, educational, and personal needs;

2) a clear statement of the enrollee's vocational, educational, and training objectives.

A Training Outline and Schedule which gives a clear statement of the steps by which the enrollee will achieve these goals and includes a timetable for completing each segment of the program will also be completed. This Training Outline and Schedule will be in conformity with the enrollee's Employability and Training Plan.

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[1] Rural youth projects that use tests as selection instruments or use the services of private or public employment, counseling, or testing agencies for the purpose of selection, must have available evidence that any tests used for selection or referral are in compliance with the guidelines issued by the Equal Employment Opportunity Commission on employment testing procedures. Basically, tests are to be used only for occupations for which the tests have been validated; and, when technically feasible, a test should be validated for each minority group with which it is used.

Counseling

Organization

Upon enrolling in the Rural Youth Program the enrollees will be assigned to a counselor. All activities relating to the trainee's individual plan will be coordinated by the counselor. This will include conducting a monthly conference with each enrollee to review his progress, make necessary recommendations, and develop a plan for implementing the recommendations. All relevant staff shall be coordinated by the counselor to insure that individual staff persons do not work at cross purposes.

The counselor will be responsible for assisting the enrollee:

1) through vocational/educational counseling;
   a) to assess his vocational and educational interests, his abilities, and his weaknesses so that he can develop a suitable training plan,
   b) to develop and implement his Employability and Training Plan,
2) through personal counseling/coaching;
   a) to deal with obstacles which might prevent him from implementing his training plan.

The counselor can delegate responsibility in one or more of these areas (to a school counselor or to a paraprofessional coach, for example).

Vocational/Educational Counseling

It is not the intent of this program to duplicate the counseling services already available to the enrollee through other institutions in the community. If, for example, the enrollee attends a school that has a staff member assigned as counselor, then his school counselor should be consulted prior to drawing up the enrollee's Employability and Training Plan. To the extent possible, the school counselor should be relied upon to provide educational and vocational counseling services for the enrollee. The school counselor should be made aware of the enrollee's status in the Rural Youth Program, the contents of the enrollee's Employability and Training Plan, and the services that are available to the enrollee through the Program.

If, however, the school counselor's caseload is too large to allow him to give adequate attention to the vocational or educational counseling of the enrollee or if the enrollee believes he is not being adequately counseled, additional vocational and educational counseling can be provided by a Rural Youth Program counselor.

If the enrollee is a school dropout or attends a school that has no counselor, then the program must provide him with adequate vocational and educational counseling.

Vocational and educational counseling provided to enrollees by the program should increase the number of options available to the rural youth by providing him with information about education, training, and community resources and with vocational information. An effort must be directed toward providing vocational counseling that is appropriate for the young rural-to-urban migrant. The counselor should have accurate knowledge about the employment opportunities in the rural area served by the Program and in those major cities to which his enrollees are most apt to migrate; the skills and knowledge requirements

for pertinent jobs; and the educational, training, and remediation resources available in his rural area and in the nearest urban centers.

School Counseling

Only a small proportion of rural high schools have trained counselors; a surprisingly large number of rural high schools have no one, either trained or untrained, assigned to counseling duties. Research has shown that youths who attend schools having no counselor are disadvantaged in competing for jobs.

One of the aims of the Rural Youth Program should be to insure that every youth who attends school in the rural area being served has the services of a school counselor available to him.

Priority should be given to helping school administrators provide their own counseling services with minimum cost to the Youth Program. One possible arrangement is to have two or more small schools share the cost of hiring a counselor who would work part time in each school. Another arrangement could be to have the school assign as school counselor one of its teachers who is not trained in counseling; the Youth Program could then send a trained counselor to the school once a week to consult with and aid in the training of this teacher.

If the school has no counselor and no feasible arrangements can be made for the school to obtain a counselor, then all the students in the school are eligible to enroll in the Rural Youth Program. If sixty percent of the school's students enroll in the Youth Program, then with approval of the school administration the school can be considered a delegate agency of the Program. A counselor can then be hired by the Youth Program and assigned to the school. The school, in this case, should agree to provide, without charge, adequate office facilities for the counselor and adequate classroom facilities for use by the program

leaders in providing such services to the enrollees as orientation to the program and to the world of work. The counselor's services would be made available to nonenrollee students on an agreed upon cost per hour which would be paid to the program sponsor by the school.

When a school has no counselor but less than sixty percent of the students in the school are enrollees in the Rural Youth Program, the enrollees will be provided educational and vocational counseling services by the counseling staff of the project. Preferably the counseling staff will utilize school facilities at no cost to the project. If such an arrangement cannot be made, other means such as a mobile unit or transportation of enrollees to another facility should be utilized. When less than sixty percent of a school's students are enrolled in the program, counseling services will not be made available to nonenrollees.

Personal Counseling/Coaching

The enrollee is likely to be faced with obstacles that could prevent him from carrying out his training plan. He may need personal counseling at the professional level if the obstacles are such things as lack of self-confidence, inability to get along with others, or emotional instability. Help at the paraprofessional or coaching level may be needed to handle monetary or transportation problems. The counseling staff may have to act as an intermediary between the enrollee and the school, his parents, the local authorities, and other agencies if he is to complete his training plan. The counselor to whom the enrollee is assigned is responsible for seeing that the enrollee receives these services, to the extent possible, when he needs them.

Counseling Staff. The staff will be made up of professional counselors and paraprofessionals. Provisions for in-service training should be included in the sponsor's proposal to insure that each staff member is aware of his responsibilities under the Rural Youth Program design.

To the extent feasible, the racial/ethnic composition of the staff should reflect the racial/ethnic composition of the enrollee population. In selecting staff, both professional and nonprofessional, who may act as role models, persons indigenous to the project area should be considered.

Orientation

The purpose of orientation is to introduce the program to the enrollee and give him a clear idea of how it works to serve him. During the orientation period the enrollee should get basic information about program components and operational information, such as hours of work, nondiscrimination requirements, when and how he gets paid, and what is expected of him. Orientation should be conducted in groups and should be arranged in a manner that will help the enrollee feel at ease.

The orientation program should include the topics listed below. Orientation should be completed during the enrollee's first two weeks in the project.

a. Purpose of project
b. Organization of project
c. Program components
d. Project personnel
e. Nondiscrimination requirements
f. Rights of the enrollee
g. Rules of conduct for enrollees
h. Disciplinary measures and procedures
i. Limitations on activities
j. Hours of participation
k. Timekeeping
l. Rates of pay and incentive programs
m. Available supportive services

Education

The education component of the program deals with the teaching of generally accepted academic subjects. Enrollees who have dropped out of school should be encouraged to return to school. In some cases individuals who have positive attitudes toward school drop out because of situational factors, such as pregnancy or the need to help support their families. With minimal support from the Youth Program in the form of counseling, day care, transportation, or arranging for a part-time job, many such dropouts would return to school.

Another large group of dropouts have negative attitudes toward school and schooling. They are frustrated and bored in the schoolroom and have little desire to do school work. Enrollees who cannot be persuaded to return to regular school may still need remedial education to compete successfully in the labor market. The Youth Program administrator should attempt to stimulate the development of regional remedial education services at Area Vocational Schools or Community Colleges. In the absence of such services within the community, they should be provided as a component part of the Youth Program. The component may range from simple remedial education to preparation for a GED certificate. It is important to avoid replication of the conditions that caused the enrollee to become a dropout in the first place. Emphasis should be placed on careful diagnostic procedures for placing the student at the proper level; use of adequate equipment and materials to provide programmed learning and audiovisual aids offers the best means of permitting the enrollee to work at his own pace, not restricted to regular class hours, and of avoiding frustration and boredom.

The education component need not be limited to use with school dropouts, however. One area in which rural youths -- even the good students -- tend to be weak is in communication skills. Many youths have graduated from the rural school system without having learned

the basic language skills necessary to function in jobs. Communication skills should be emphasized wherever possible as part of the other program components.

Training

The training component of the program emphasizes the development of job performance, skills and techniques. Generally, skill training will be scheduled for school dropouts who do not wish to return to school and for in-school enrollees who are in their senior year in high school. Any appropriate and recognized training techniques may be used, including classroom, workshop, laboratory, and simulated production.

Skill training should be relevant to the enrollee's Employability and Training Plan and should be related realistically to the job market, either rural or urban.

The program should utilize training opportunities already in existence, if possible. A number of resources may be available, such as MDTA institutional training, MDTA on-the-job training, or vocational school and technical school courses. Community colleges offer skill courses in some areas; some unions have apprenticeship programs. Some MDTA training couples institutional training with on-the-job training leading into apprenticeship. Most of these opportunities, however, are in urban rather than in rural areas and the program director should not be bound by institutional approaches.

Sponsors may find it necessary to operate in their own facilities, providing the core curriculum courses, basic introductory skill courses, and work experience that would lead to placing the enrollee in a Work

Training in Industry (WTI) assignment. WTI is an arrangement in which an enrollee is assigned to part-time or full-time employment with a private for-profit firm after sufficient orientation, work-experience and training. Wages are paid by the user-firm, while the enrollee still receives supportive services from the project.

Research fails to support the contention that vocational training, as it is now being taught in the secondary schools, leads to improved employability. Office training such as typing, the use of business machines, and the teaching of general office skills does improve the employability of female students. In areas of sparse population, the cost of offering an education is high and tends to limit the curriculum. Some rural communities are unable to provide office skills training. In such communities the Rural Youth Program training component should include training in these marketable skills. Whenever possible, the training should be given in school facilities at no charge to the project.

Project directors should be allowed sufficient flexibility to institute other skill training programs that can utilize existing school facilities. However, such training should lead to employment in a recognized occupation or should be preparation for apprenticeship or for a license to practice a trade.

Whenever possible, arrangements should be made with local school authorities to allow academic credits to participants in these skill training programs. These programs have the potential of enriching the offerings of the rural school so that they will be attractive to the dropout and motivate him to return to school.

A student should not have to drop out of school to obtain meaningful vocational training. Skill training should be a program component that can be utilized in rural communities that cannot provide such training in the school. The training should result in the development of marketable skills that are not tied to special local employment conditions.

Work Experience

Work experience is a productive work situation in public or private nonprofit agencies. Research has shown that work experience as such has no appreciable effect on the employability of rural youth. Positive effects were noted only when the work experience was directly relevant to a post-training job.

It is neither necessary nor desirable that every enrollee be engaged in a work experience situation.

In the out-of-school program, work experience will be limited to those work situations that are directly relevant to the occupational goals that have been set for the trainee and which can:

1) provide opportunities which may lead to other, more advanced training;

2) provide for possible future employment at the worksite;

3) provide an opportunity for practical application of skill training learned in a classroom situation;

4) provide enrollees who are not able to benefit from more advanced skill training an opportunity to become accustomed to proper work habits and receive training in the use of basic tools to meet the requirements for a semiskilled or skilled job.

The primary role of work experience in the in-school program is as a mechanism to provide income supplements large enough to prevent youths from dropping out of school for lack of money to pay for clothing, fees, or other minor expenses.

The number of work experience slots in public settings is very limited in rural areas. Priority for available work experience slots should be given to those youths from families with the very lowest incomes.

The lack of an available work experience slot should not limit enrollment in the other nonwork components of the program, however. Every effort should be made to increase the number of work experience slots available for low-income youths in the in-school program. Current policies should be changed to allow a limited number of work experience slots in private settings, particularly if the work experience can be shown to be directly relevant to the enrollee's occupational goals.

Because of the large number of dropouts that occur at the completion of the 8th grade, the rural youth in-school program should cover all eighth-graders, by providing a limited work experience component during the summer following 8th grade and an introduction to the nonacademic offerings, particularly the occupation-related courses and services of their local high school during the 8th grade school year. The work experience component for this age group would require a change in current policies.

Employers and worksite supervisors should be provided adequate orientation concerning the purpose of the Youth Program. Whenever possible, the employers and worksite supervisors should utilize the work experience situation as a vehicle to attain the objectives of job familiarization, occupational counseling, skill training, and cultural and social development.

The extent of each enrollee's work experience should be determined by his individual financial need, work history and training goal, and must be expressed in his Employability and Training Plan.

Orientation to Work and Higher Education

World of Work Information

During the first six months of enrollment each out-of-school enrollee and each enrollee who is a senior in high school should receive at least 30 hours of instruction covering world of work information, orientation to higher education, and orientation to the armed services. Although much of this information will be delivered to the enrollee through standard classroom procedures, work sampling, field trips to public and private industries or organizations, and the use of films and other visual aids should be utilized as much as possible.

Each out-of-school enrollee will also receive formal instruction in occupational familiarization. Following the general principal that this program will not duplicate services already existing in the community, occupational familiarization will be an added component of the program for senior students who attend schools that do not provide adequate instruction in this area. "Adequate instruction" will consist of a formal class meeting at least once a week over a period of ten or more consecutive weeks.

The project director will be allowed flexibility in expanding this component of the program but will be responsible for providing at least the following minimum curriculum:

CONTENT OF WORLD OF WORK INFORMATION

A. Labor markets
   1. Gross patterns
   2. Urban jobs
      a. Problems and advantages for rural youth
      b. Large organizations -- how they function

B. Role of work

C. Labor unions, apprenticeships, and licensing

D. Sources of information

E. Everyday work routines
   1. Calling in absences
   2. Dress/grooming
   3. Breaks, lunches
   4. Time/hours of work
   5. Getting along with supervisors
   6. Getting along with co-workers

F. Careers
   1. Promotions
   2. Education
   3. Related jobs

G. Job seeking
   1. Sources of help
   2. State Employment Service and fee agencies
   3. Personnel offices -- what they are and how to find them
   4. Filling out job applications
   5. The job interview
   6. Sources of information and referral
   7. Screening and selecting potential jobs

H. Social Security -- what it is and how it affects you

I. What to do if you lose your job
   1. Reactions to avoid
   2. Unemployment compensation
   3. Resumes and applications

CONTENT OF ORIENTATION TO HIGHER EDUCATION

A. College
   1. Prerequisites
   2. Scholarships and loans
   3. Applying
   4. Registering
   5. Behavior in college
   6. Description of schools
   7. What to look for

B. Vocational schools
   1. Prerequisites
   2. How to choose a school
      a. Finances -- cost of training
      b. Jobs for which training is available
      c. Quality of preparation
      d. Employer acceptance
   3. Information on schools
      a. Location/name/costs, etc.
      b. Reports by graduates
   4. Bogus vocational institutes
      a. What to look out for
      b. Sources of information

CONTENT OF OCCUPATIONAL FAMILIARIZATION

A. Occupational information
   1. Kinds of jobs
   2. Work duties
   3. Pay
   4. Fringe benefits
   5. Working conditions

6. Hours
7. Location -- rural or urban
8. Promotions

B. Field trips

C. Work sampling -- work stations

D. Discussions with job incumbents

E. Films/literature on specific jobs and job clusters

F. Employment trends prospects

G. Training needed

CONTENT OF ORIENTATION TO THE ARMED SERVICES

Service in the armed forces involves options and opportunities for all young men and women. Information and explanations of these numerous, and sometimes complex, opportunities will help young people to take full advantage of the various opportunities for service, training, or vocational choice. This orientation program is designed to provide this information.

Research has shown that a disproportionate number of young men from rural areas who enter the armed services are poor achievers in school or have low intelligence. These same young men are usually unaware of the options or opportunities that are available to them in the armed services. The training or job-related experience available to them could be a valuable asset in their lives after the service. The orientation program will make the young men aware of these kinds of opportunities and help them, to some extent, to know what to expect of life in the service. Physical examination requirements will also be described, for the same reasons. The needs of the young men and of the services can best be served by informed and educated people who understand their service responsibilities and opportunities. This is the basic reason for including this component of the orientation program.

A. Utilization of military service

1. Training opportunities -- transferability to civilian jobs
2. Pay
3. Advantages and disadvantages of service

B. Induction in service

1. Preparation for the induction process -- what happens
2. Assessment and intake
   a. Physical and mental exams
   b. Importance in use of tests
   c. What to stress in completing forms and questionnaires
   d. Practice in taking tests
3. How to maximize opportunities to get assignments or training of interest
4. Military experience -- preparation for service
   a. Rights of the serviceman
   b. Basic training
   c. Military justice
   d. Personnel factors -- pay, leave, assignments, MOS's
   e. Discharges -- early and after term expires

Social Skills Development

Preparation for Urban Living

The director of the Rural Youth project must recognize that many of his enrollees will move to the city. The adjustment problems associated with outmigration are particularly severe for youths from low-income families, and youths who have dropped out of school.

One of the objectives of the Rural Youth Program should be to aid rural youths in making the transition from rural to urban living, if that is their choice.

Familiarization with urban living should be an integral part of each program component. Education, training, work experience, orientation to work and higher education, and counseling should all be aimed equally at rural and urban settings.

It is also recommended that the project have a regularly scheduled class in the problems of urban living which should be taught by someone having extensive experience in working and living in a major metropolitan area. This course should consist of not less than ten class sessions of one hour each which would be attended by enrollees who are high school seniors and by all out-of-school enrollees. The following outline is recommended as a minimum curriculum for this part of the social skills development component:

CONTENT OF CLASS ON PROBLEMS OF URBAN LIVING

A. Your move to the city -- finding a place to live
   1. Locating a residence
   2. Problems of living with others
   3. Problems of living alone
   4. Leases
   5. Getting along with landlords/caretakers

B. What should you bring?

1. Furniture
2. Clothes
3. Money
4. Car

C. Urban transportation

1. Urban driving
2. Parking
3. Public transportation

D. Food and diet away from home

1. Buying and cooking (for boys)
2. Food stamps
3. Co-ops
4. Restaurants

E. Medical/Dental

1. Where to go for help -- free and fee
2. Vocational rehabilitation -- eligibility
3. Hospital procedures
4. Mental health help
5. Drugs/alcohol/pot/pills

F. Legal services

1. Where to go for help -- free and fee
2. What to avoid

G. Agencies and institutions in the city

1. Emergencies
2. Churches
3. Consumers aid
4. Counseling
5. Financial aid
6. Financial advice
7. Traveler's Aid
8. Unmarried mothers services

9. Veteran's dependents and survivors
10. Volunteer services
11. Education and training
12. Employment

H. Social activities
1. Things to do in the city
a. How to locate and use
b. What to avoid
c. You don't have to go home every weekend
2. Sports and hobbies
3. Parks and outdoor recreation
4. Meeting the opposite sex, dating, parties
5. Groups to join -- church groups, civic organizations, discussion groups
6. Tours
7. Educational opportunities
8. The city after dark

Financial Training

Each project shall offer training in consumer education and money management. This training should include the following:

A. The techniques in advertising that may mislead while encouraging purchases
1. Door-to-door salesmen
2. Telephone solicitation

B. Consumer education and consumer rights

C. Credit

D. Contracts/sales agreements

E. Personal finances and money
1. Savings
2. Interest
3. Banks
4. Insurance
5. What to do if you are broke

F. Cars

1. Buying, contract, interest
2. Repairs
3. Insurance

G. Taxes -- filing and regulations

Leadership Development

The project director will provide a program of recreational enhancement in those communities in which existing institutions fail to provide a broad range of extracurricular activities. This program will be utilized to provide opportunities for enrollee leadership, improvement of communication skills, or simply the opportunity to participate in activities when such opportunities would otherwise not be available. Through the school the project can sponsor extracurricular activities, such as public speaking, debate, drama, occupational clubs, and hobby clubs, when the school does not already provide such opportunities and when sixty percent or more of the students are enrollees in the program.

Driver Education

If he has a driver's license or chauffeur's license, an individual seeking a job may be of greater value to an employer than someone who does not. Linkages may be made with the local Motor Vehicle Department and/or the driver education supervisor of the Board of Education to provide a driver training program.

Supportive Services

Health Services

The Rural Youth Program will provide each enrollee with a comprehensive health examination upon enrollment in the project. This examination shall include medical, dental, ophthalmic, and hearing examinations.

Any other medical services that can be obtained by the project on a volunteer basis without cost to the project may be included. Medical services and other related services can sometimes be obtained from such sources as community health centers, community colleges, civic organizations, volunteer community physicians, medical schools and Public Health agencies.

Full reports of all medical services furnished to enrollees through the project (with or without cost to the project) shall be maintained in the enrollee's file.

Transportation

Lack of transportation is one of the major obstacles to providing adequate services in the rural area. The provision of services to rural youth is no exception. Where public transportation is inadequate, sponsors are required to develop a plan for insuring that the necessary transportation resources are provided so that enrollees are able to participate in the program components to which they are assigned. Sponsors may include such arrangements as the rental of buses or cars to transport enrollees from central pickup points to training, education, or work sites. They can establish car pools or provide for reimbursement of travel costs. The project may also reimburse the enrollee for the cost of necessary transportation between his home and a central pickup point or, if there is no pickup point, to the site of scheduled components. In all such arrangements, sponsors shall provide appropriate insurance coverage for enrollees in the event of death or injury incurred as a passenger or driver.

It may be possible to pool or coordinate existing transportation facilities among communities. Joint transportation resources could be developed with other programs, such as MDTA, Welfare, WIN, etc. It is hoped that such sharing would encourage community interest in applying for transportation grants from state and federal sources.

Day Care

When lack of day care services for preschool children of enrollees impedes participation in the project, the project may arrange to pay for day care services or to provide day care services.

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OPPORTUNITY DEVELOPMENT

Job Development

The main objective of job development is to create job, higher education, or additional training opportunities that will be a logical conclusion to the enrollees' Rural Youth Program experiences.

In the areas of higher education or additional training, this development may consist of finding additional monetary support that will enable the enrollee to continue his education or training; it may take the form of referral to other training programs such as MDTA, DVR, Vocational Schools, Job Corps, or referral to agencies -- such as WIN or BIA -- that sometimes support higher education.

The development of job opportunities may be handled in a number of ways. In developing a complete system, full use will be made of the Employment Services. However, when necessary, the sponsor should provide additional mechanisms for job development to complement the Employment Service's involvement.

Effective development of job opportunities involves:

1. locating job opportunities,
2. working with employers to expand available opportunities,
3. helping enrollees improve their job-seeking behavior.

Job Development should include the following activities:

1. coordinating, collecting and classifying all job orders,
2. disseminating information to staff and enrollees concerning current job opportunities for enrollees,

3. locating job openings for individual enrollees,

4. conducting an ongoing labor market analysis,

5. conducting an effective public relations program with prospective employers to identify the Rural Youth Program as a source of employees,

6. linkage with an effective follow-up program that will insure continuity of supportive services that benefit both the enrollee and the employer.

Placement

The sponsor shall insure that enrollees have access to existing opportunities for employment, higher education, scholarships, more advanced training and apprenticeship. The major goal of the Rural Youth Program is to provide each enrollee with appropriate placement in work, education, or training.

As in job development, full use of the Employment Services is expected in developing a placement system. However, when necessary, the sponsor should provide additional mechanisms for placement to complement the Employment Service's involvement. The sponsor should provide linkage with job placement offices that serve adjacent rural areas as well as with placement offices in those urban areas to which the rural youths are most likely to migrate.

One aspect of job placement, which should be coordinated with the World of Work component is preparing the enrollee for his initial contact with the prospective employer. Problem areas to anticipate with regard to a specific employment interview are:

1. the enrollee's attitude toward the job,
2. an understanding of the nature of the work,
3. the salary offered for the job,
4. a realistic concept of short-term and long-term opportunities on the job,
5. the work tools and/or clothes that are needed on the job,

6. the daily work schedule, and
7. enrollee dress for the interview.

Follow-up

The follow-up required in the Rural Youth Program is of two types. The first deals primarily with enrollees who terminate themselves or are terminated from the program because of home problems, police actions, and other problems. The purpose of this type of follow-up is to re-enroll the former enrollee or redirect him to another program that may be of assistance to him.

The second type of follow-up is that required to provide continuity of supportive services to help insure a trainee's success after he is placed on the job, in higher training, or in higher education. It is the sponsor's responsibility to insure that the enrollee who has entered employment or higher education or training has a maximum opportunity for remaining in the job or training. The sponsor will contact each terminated enrollee at intervals for a period not to exceed two years. Appropriate services will be offered to the terminated enrollee to the degree that such services can be provided without additional cost to the project.

WAGES AND HOURS OF PARTICIPATION

Note:

The high proportion of poverty-level families (particularly, black families) in the rural Southeast poses a difficult problem for a Rural Youth Program. In many of the most agriculturally-based rural counties, three-fourths of the black youths in the age group being served by the program will be eligible on the basis of low family income. The research results on which this program is based show that lack of money to buy essentials is very strongly related to dropping out of school and (probably indirectly) to employability problems. Some form of income supplement is therefore deemed to be an essential part of any program aimed at solving the problems of rural youth in the Southeast.

Rural leaders throughout the nation tend to oppose income supplements for members of low-income families unless the income is tied directly to work. To gain community acceptance for the Rural Youth Program, the program design calls for a work experience component which will serve as a mechanism for providing income supplements. However, in a rural county in which over 40 percent of the population is black it is not very likely that a sufficient number of work sites can be located to provide income supplements to 75 percent of the black youths in the age group being served.

For this reason, the wages allowed for participating in the non-work-experience components of this program for rural youths are more liberal than those of preceding programs such as NYC-I and NYC-II which covered both rural and urban youths.

Hours of Participation

Out-of-School Enrollees

Unless otherwise specified in the enrollee's Employability Plan, the out-of-school enrollee will be a full-time enrollee. A full-time enrollee will be scheduled for 36 hours of participation each week, including not more than 12 hours of scheduled work experience. Out-of-school enrollees who, because of part-time employment, part-time school attendance, or special conditions, are unable to enroll full time may be permitted to enroll on a part-time basis. Part-time enrollees will not spend more than one-third of their scheduled program time in work experience.

In-School Enrollees

School-Year. The hours of participation will conform to the following schedule apart from exceptional cases (not to exceed 5 percent of the total project enrollment) approved by the project director.

Enrollee's Grade in School	Hours Per Week		
	Total	Maximum in Work Experience	Minimum in Other Components
8th grade	1-5	3	1
9th grade	1-6	5	1
10th grade	2-8	6	2
11th grade	2-10	7	2
12th grade	5-18	10	5

Summer. The summer program will be for two full months. It is intended that all in-school enrollees who are between their junior and senior years in high school will participate in the summer program unless the project director agrees that, in an individual case, there is a valid reason for not participating. Enrollees in lower grades in school can participate in the summer program if they can show financial need that is sufficiently serious that they might drop out of school unless they can supplement their incomes through participation in the summer program.

The hours of participation in the summer program will conform to the following schedule:

Enrollee's Grade in School Last School Year	Hours Per Week		
	Total	Work Experience	Other Components
8th grade	15	12	3
9th grade	18	12	6
10th grade	18	12	6
11th grade	36	12	24
12th grade	no summer program		

Wages

Only those enrollees who are eligible for the program by reason of being economically disadvantaged will be paid for their participation in the Rural Youth Program.

The method for computing wages is the same for all enrollees, both in-school and out-of-school. All hours spent in work experience will be paid at the current minimum wage rate. All other hours spent in project activities that have been approved and scheduled by the project director

(except recreational activities) will be paid at 75 percent of the minimum wage rate. Transportation time, up to two hours per day, will be paid at the minimum wage rate if the transportation is for the purpose of attending a scheduled program activity other than recreation.

In addition, if the economically disadvantaged enrollee is head of a family or household, he shall be entitled to a dependency allowance of $5 per week per dependent, up to a maximum of six dependents for each week during which the enrollee actually participates not less than 10 hours. Reimbursement for weekly travel costs between home and worksite or pickup point in excess of $5 may be allowed.

Since it is illegal for federal funds to be used for wages or subsidies to wages for productive work in private, for-profit industry, enrollees who are referred to WTI will receive no wages, dependency allowances or transportation credits from the project during such work. Part-time employment that the enrollee may have developed for an additional source of income outside the project is not covered by this restriction.

Periods of Enrollment

No out-of-school enrollee shall remain enrolled past his nineteenth birthday or the second anniversary of his enrollment in the Rural Youth Program, whichever comes first, except that persons who enrolled between their seventeenth and eighteenth birthdays may remain for a maximum period of two years.

Ordinarily a person who is in school will not be enrolled in the program unless he states his intent to participate for a full school year (plus a two-month summer program if the enrollee is in Grade 11 in school).

The following rules will govern termination from the Rural Youth Program:

1. An enrollee can be terminated for maladjustment, but only after the counselor has made at least three attempts to modify or satisfactorily adjust his training plan or his attitude toward the project;

2. An enrollee who takes employment before the end of his training plan shall be terminated if the employment is equivalent to completion of the plan;

3. An enrollee shall be terminated when satisfactorily placed in a job, post-high school educational institution or another training program;

4. When an enrollee is terminated from the project a termination form MA-104 will be prepared.

ADMINISTRATION

Staffing

The positions required and the types of persons needed to fill those positions will vary from project to project. The staffing pattern should be based on such factors as the administrative workload in relation to project enrollment, ratios of supervisors and instructors to enrollees, the types and volume of supportive services to be provided, the types and volume of education and training services to be provided, and the characteristics of the population to be served.

The general types of staff needed are:

1. Project director -- he must be a person who has experience in directing an organization and work program, has demonstrated a capacity to direct staff, handle management problems, and has the ability to deal with bureaucracy at all levels.

2. Fiscal officer -- sponsors of projects funded by the Federal government in amounts of $1,000,000 or more must have an accounting head with a minimum of a degree in business administration and at least five years of practical experience as a comptroller or head of a major accounting group.

3. Coordinator -- he should be a person who has demonstrated his capacity to pull together a variety of resources and persons to meet a variety of needs. He may be expected to coordinate a number of educational efforts or direct a variety of training efforts to meet the needs of individual enrollees.

4. Specialist -- he should be a person with educational certification or experience who might be utilized in the program in such roles as curriculum specialist, instructor (of classes such as welding, typing, etc.) or supervisor of an adult basic education program.

5. Counselor -- A counselor must have completed a full four-year course at an accredited college or university leading to a bachelor's degree in

vocational counseling, sociology, psychology, or an allied social science curriculum; or, in addition to having completed a bachelor's degree in a curriculum other than those outlined above, one year of experience demonstrating a knowledge of the special problems of the disadvantaged. A counselor who is employed as a school counselor must meet the certification requirements of the state in which he is going to be a school counselor.

6. Coach -- coaches are paraprofessional counselors who lack the educational qualifications set forth above. They must have clearly demonstrated an aptitude and capacity to perform leadership work with youth as evidenced by paid or volunteer experience with organizations furnishing services to rural youth.

7. Liaison -- he is a person who acts for the program in dealing with participating agencies, institutions, companies, or groups.

8. Clerical personnel -- clerical personnel serving on the project staff must have qualifications corresponding to those required of employees performing equivalent duties in other private and public organizations in the area in which the project operates.

Project Size

Because of the very flexible eligibility requirements for the Rural Youth Program, a larger proportion of the enrollees will participate in the orientation and counseling aspects of the program than will participate in the training components. Most of the services offered to the majority of the enrollees can be undertaken as group activities. Therefore, a relatively small staff can operate a large project. Sponsors should endeavor to develop projects of a size that will make the most efficient use of staff. This size will vary depending upon the types of individuals being served.

State Employment Service

The sponsor will utilize the services of the State Employment Service to the degree possible for job development and for placement services. If the State Employment Service is unable to furnish the needed services in whole or part, the sponsor shall obtain the services from other resources or provide the services by means of project staff.

State Department of Education

One of the aims of this program is to supplement the rural educational system in the areas of counseling, skill training and communication skills. Close linkage must therefore be maintained with the State Department of Education. This linkage may also be instrumental in developing regional or area delivery plans in which arrangements would be made to bus enrollees to Area Vocational Schools, Community Colleges, or other institutions offering technical training and academic training above the secondary school level. Appropriate utilization of this linkage will make it possible to provide skill training opportunities during the summer months.

Manpower Programs

Arrangements for exchange of information and services, including referral of enrollees to other programs, must be established between Rural Youth Program sponsors and the sponsors of other manpower programs such as MDTA, OJT, NYC, JOBS, PSCP, CEP, and Job Corps. The CAMP's organization may be used in the development of these linkages.

Residential Centers

The project sponsor will also consider utilizing existing Manpower Administration or other residential centers or halfway houses. Such arrangements would provide an essential service to enrollees who require temporary separation from the home environment while obtaining practical experience in living and working in an urban environment.

Technical Assistance

Sponsors are responsible for providing a continuous program of technical assistance to their subcontractors and participating agencies. This shall include any appropriate form of training designed to increase the effectiveness of subcontractors and participating agencies and their staffs. The sponsors, in turn, may secure technical assistance through their contracting officer.

Project Monitoring

The project director will continuously monitor the performance of his project, including the activities of subcontractors and participating organizations. Written reports of monitoring visits and the actions taken as a result shall be retained in the project files for inspection and analysis by Department of Labor and project staff.